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关于外向型汉英学习词典中引入隐喻信息的研究

A Study of Incorporating Metaphorical Information into

C-E Dictionaries for CFL Learners

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Abstract

With Chinese learning gaining more and more popularity all over the world, many monolingual or bilingual dictionaries for CFL learners have been published one after another. But they are not quite satisfactory in that some arrangements in these dictionaries break off the natural semantic relations within items of entries and fail to reveal the cognitive motivation of senses, thus making it difficult for the foreigners to learn Chinese words and enlarge their vocabulary. Making a better C-E dictionary for CFL learners has become an imperative for lexicographers.

Metaphor is traditionally regarded only as a figure of speech and as deviance from literal language. But in the contemporary theory of metaphor, it is taken as a matter of thinking, a device of cognition. The working mechanism of metaphor is mapping from a source domain onto a target domain, making it possible for human beings to experience and understand abstract concepts in terms of concrete ones. Metaphor is a powerful tool for cognition and an important way in word meaning production: the original sense of a word could extend into other senses by means of metaphorical mapping. This process of metaphorization should be represented in C-E dictionaries for CFL learners so as to motivate and establish a lexical and semantic system in the minds of the CFL learners. To incorporate metaphorical information will greatly improve the current C-E dictionaries for CFL learners, which is of great significance in better facilitating Chinese learning and in helping learners cultivate their metaphorical competence.

The present thesis makes a brief analysis of traditional theories of metaphor and analyzes in detail the contemporary theory of metaphor, including the philosophical basis, nature, working mechanism and types of conceptual metaphor, and its significance on foreign language learning and bilingual lexicography. Then the Chinese metaphorical words are analyzed, including types of metaphorical words, semantic fields that source domains of metaphorical words are involved in and relations between metaphorical words and culture.

On the basis of the foregoing research findings, the present thesis probes into the problems on how to incorporate metaphorical information into the macrostructure, microstructure and mediostructure of a C-E dictionary for CFL learners. Based on the analysis and comparison of three current C-E dictionaries, suggestions are put forward on headword ordering, part of speech tagging, definition, sense ordering, examples, usage note and cross-reference in a C-E dictionary for CFL learners.

Key words: C-E dictionary for CFL learners; conceptual metaphor; metaphorical words; metaphorical information

摘要

随着汉语学习在世界各地越来越受欢迎,许多专门针对国外汉语学习者的单语或双语词典相继出版。然而这些字典并不十分令人满意,其中的一些编排打断了各词目间的自然语义关系,没能揭示其中的认知动机,进而使外国人难以掌握汉语词汇并扩大词汇量。编纂一部更好的外向型汉英学习词典已成为当务之急。

传统观点认为隐喻只是一种修辞方式,与字面语言有很大差别。然而现代隐喻理论认为隐喻是一种思维,一种认知方式。作为隐喻的工作机制,从源域到目标域的映射使得人类能够运用具体的概念体验和理解抽象的概念。隐喻是认知的有力工具,是产生词义的重要方式:通过隐喻映射一个词的本义可以扩展到其他的义项。这种隐喻化过程应在外向型汉英学习词典中有所体现以激发并在学习者心目中建立一个词汇和语义系统。将隐喻信息引入外向型汉英学习词典,将在很大程度上改善当今外向型汉英学习词典存在的不足,对于更好地促进外国学习者的汉语学习和培养他们的隐喻能力具有十分重要的意义。

本文简单分析了传统隐喻理论并详细分析了概念隐喻理论,包括概念隐喻的哲学基础,性质、工作机制、类型及其对外语学习和双语词典编纂的意义。接着本文分析了汉语中的隐喻词汇,包括隐喻词汇的不同类型、隐喻词汇的源域所涉及的语义场以及隐喻词汇与文化的关系。

在上述研究的基础上,本文进一步探讨了如何将隐喻信息引入外向型汉英学习词典的宏观结构、微观结构和中观结构的问题。结合对三部现有汉英词典的分析比较,作者在对外向型汉英学习词典中的词目排列、词性标注、释义、义项排列、例证、使用说明和互相参照等方面提出了试探性建议。

关键词: 外向型汉英学习词典 概念隐喻 隐喻词汇 隐喻信息

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Chapter One Introduction

1.1 Rationale for the Research

Metaphor is traditionally regarded only as a figure of speech and as deviance from literal language. But in recent decades, it is considered as a matter of thinking, a device of cognition. It is pervasive in everyday life, not just in language but also in human thought and action. Most of our ordinary conceptual system is metaphorical in nature (Lakoff & Johnson, 1980). Metaphor is a powerful tool for cognition and an important way in word meaning production. It makes it possible for human beings to comprehend and experience one thing in terms of another by means of metaphorical extension. Sometimes, only through the metaphor can we construct word meaning to name things or conditions in the complicated world.

In recent years, applied linguists (Meer, 1999; Boers, 2000) have drawn special attention to metaphor and the importance of metaphorical competence in second language acquisition (SLA). Their research shows that foreign-language learners, when taught about metaphor, acquire vocabulary more effectively, with better understanding and retention rates.

Given the importance of metaphor study for the understanding of language and thought and consequently for foreign language acquisition, it shows us a new perspective in lexicography, especially in (bilingual) pedagogical lexicography: to incorporate metaphorical information into learners' dictionary can be of great help to second language learners. Meer (1999: 203) points out that "if dictionaries no longer alert learners especially to metaphorically used language they will fail to learn and grasp important semantic information that is automatically generated by the linguistic intuition of the mature native speaker".

So far as we know, metaphorical information in the present learners' dictionaries has been neglected, hardly has any attempt been made to help the foreign learners to build up the necessary background knowledge of metaphor.

1.2 Significance of the Research

With China's quick economic development and more frequent communication with other nations, more and more foreigners begin to learn Chinese. More than 300 Confucius Institutes have been established in recent years. It is estimated that there are about 4 million foreigners learning Chinese now all around the world (http://daily.cnnb.com.cn/dnsb/html/2009-08/08/content_109096.htm). For these foreign learners, a Chinese-English (C-E) dictionary is a necessary tool for and an important aid to their Chinese learning.

However, the current C-E dictionaries are not so satisfactory. Some C-E dictionaries are mainly compiled for Chinese learners of English while claiming that they can also meet the foreigners' needs and help them in Chinese learning and cultural understanding, which neglects the totally different purposes and requirements of dictionary users of various language and cultural backgrounds, resulting in the absence or redundancy of information in dictionaries. Some C-E dictionaries have been published for foreign learners, such as, *A Concise Chinese-English Dictionary* (CCED), *A Guide to the Usage of HSK Vocabulary* (GUHV) and *ABC Chinese-English Comprehensive Dictionary* (ABC). They are mainly based on monolingual Chinese dictionaries in which the headwords and entries are arranged alphabetically. For native Chinese users, this kind of sense arrangement is space-saving and convenient for word searching. But for foreign learners of Chinese, such arrangement breaks off the natural semantic relations within items of entries and fails to reveal the cognitive motivation of senses, and thus making it difficult for the foreigners to learn Chinese characters and words and then enlarge their vocabulary. These dictionaries do offer some help to foreigner learners but they need improvement to meet the specific needs of foreign learners. Making a better C-E dictionary for CFL learners has become an imperative for lexicographers.

According to lexicographical typology, dictionary-making should follow certain principles in terms of a specific group of users and their specific demands. A C-E dictionary for CFL learners aims at providing a tool for learners whose native

language is not Chinese. Thereby, a thorough understanding of the foreign learners' needs in Chinese learning as well as the characteristics of Chinese language should be fully aware of by the lexicographers.

From a metaphorical perspective, this thesis focuses on the metaphor, its significance on foreign language learning and its application in the C-E dictionary for CFL learners. By studying conceptual metaphor theory and analyzing Chinese metaphorical words, this thesis attempts to explore the possibility of using the internal metaphorical motivation of Chinese words to restore the semantic relationship among entries and words and propose tentative suggestions for the incorporation of metaphorical information into the C-E dictionary for CFL learners, with the aim that foreign learners can enhance their metaphorical awareness, develop their metaphorical competence and learn Chinese more easily and efficiently.

1.3 Layout of the Thesis

The main structure of this thesis is as follows:

Chapter one is a brief introduction to the whole thesis, in which the rationale, significance and layout of the thesis are made clear.

Chapter two is about relevant studies of metaphor. After brief introduction of traditional theories on metaphor, contemporary theory of metaphor is presented, in which the philosophical basis, nature, working mechanism, types of conceptual metaphors and its significance on foreign language learning and bilingual lexicography are demonstrated in detail.

Chapter three is study of Chinese metaphorical words. After the analysis of types of Chinese metaphorical words based on their grammatical functions and their semantic structures, detailed presentation is given on semantic fields that source domains of metaphorical words are involved in. And the relation between metaphorical words and culture is discussed at the end.

Chapter four analyzes ways of incorporating metaphorical information in the macrostructure, microstructure and mediostructure of a C-E dictionary for CFL

learners. Based on the findings of the previous chapters and case study of three C-E dictionaries, suggestions are put forward on headword ordering, part of speech tagging, definition, sense ordering, usage note and cross-reference in the C-E dictionary for CFL learners.

Chapter five is conclusion of the thesis involving significance and major findings of the present study, limitations of the thesis and suggestions on further study.

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